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FRENCH-ENGLISH SCHOOLS.

HINTS ON TEACHING ENGLISH TO JUNIOR FRENCH CLASSES.

1. Oral Work.

The teaching of Oral English should begin with the child's first week in school, and the object of making it serviceable and accurate should be kept steadily in view. In the beginning teach wholly through objects, choosing at first those most familiar to the child. The endeavor to teach by translation has never proved satisfactory with children, when a knowledge of the spoken language is aimed at. In the junior classes the answers of individuals, when correct, should be repeated in concert by all, also separately by some pupils, especially the dull or backward. In all language or object lessons lead pupils to use, as freely as possible, all the English they may have learned, to form their own statements, to vary the form of phrases or sentences, to ask questions, etc., encouraging all such attempts, however imperfect they may at first be. With young pupils, correct all mistakes instantly, in a kindly way, and have the proper form repeated, and if necessary drilled upon. The teacher should take special care to endeavor to secure correct pronunciation by setting a good example for imitation, and by giving thorough drill on the difficulties commonly met with, *e.g. th*ree, old man, etc., even exaggerating such sounds if necessary. Above all it should be remembered that much of the success in this teaching will depend upon thorough and frequent drills and reviews. For this purpose the teacher should keep a list of all words, phrases or sentences gone over, especially with the junior class. The order in teaching should be as follows:—

1. Holding an object in plain view of the class, the teacher gives its name clearly and slowly; then the pupils pronounce its name (a) in concert after the teacher, (b) together without the teacher's help, (c) individually. Other objects are similarly treated, the number depending upon the ability of the class.

2. The teacher pronounces the name and the pupils show or hold up the object.

3. The teacher shows the object and the name is given by the pupils (a) together, (b) separately. Do not rest content with class or concert answers; test every individual pupil very frequently.

4. Not too many objects should be given in each lesson, but the teacher should make sure that every child knows (a) the object when named, (b) the name when the object is given, the latter presenting the greater difficulty. Among the names to be first taken up are—(i) things in the school, (ii) familiar things of the home, (iii) parts of the body, (iv) articles of clothing worn by the children, (v) other common objects, *e.g.*: 'apple, watch, stone, leaf,' etc. Later, pictures should be used to teach the names of common animals, vegetables, etc., etc. Pupils should learn about 150 words in the first three or four months of school life. Their progress later should be more rapid in proportion.

5. When the pupil has a fair stock of names, teach simple descriptive words, still by means objects, *e.g.*: 'a *short* pencil, a *long* stick; a *small* book, a *large* slate; a *red* dress, a *black* hat,' etc. Related or contrasted terms are more easily taught in the same lesson.

6. *Simple* acts should be performed (a) by the teacher, (b) by the pupils, and described in full statements; *e.g.* the teacher, doing the act as he describes it, says: "I open the book, I raise the window, I tear the paper, I sit down," etc. Then the class is told to open the book, to raise the window, to tear the paper, to sit down, etc., to show their understanding of the English sentence. A further step is to have them tell, in full (English) statements, what they do. Afterwards the application of these words should be extended by such requests as: "Open the door; open the window; open the desk;" etc.; "Raise the slate; raise the chair;" etc., the pupil describing in English what he is doing.

7. The use of the simple pronouns, 'he, we, hers, they,' etc., should be taught through simple language lessons, *e.g.*: 'his slate; my book; he cleans the board; you hold the box; they close the door,' etc.

8. In a somewhat similar way the simple prepositions may be taught, *e.g.*: "The book is *on* the chair; *under* the desk; *beside* the slate," etc. —the objects being placed in such positions.

9. When some little advance has been made, the question and the negative forms should be used; also the plural and the possessive forms, the simple past tense and the common auxiliaries. These should not be taught from a book, or by rules, but should come from proper questioning, *e.g.*, "Tell me what he does. (He *writes* on his slate.) What is he doing? (He *is writing*, etc.) What did he do? (He *wrote*, etc.) What has he done? (He *has written*, etc.)"

10. Pupils should learn by heart such lists as the days of the week, the months, the numbers (as their arithmetic progresses); also simple pieces in prose and verse, the meaning of which they understand. They should sing Kindergarten songs, performing the actions, etc.

11. After teaching things as wholes, take up their parts, *e.g.* knife—'handle, blade, spring,' etc.; chair—'back, legs, seat,' etc.

12. The spoken English and French words should be associated throughout the course, the teacher giving the word or sentence in one language, and the pupils in the other. The teacher should use English in

communicating with the pupils, so far at least as the progress of the class will admit. All explanations or commands required to be given at first in French should afterwards be repeated in English.

13. These oral lessons should be taken with each class at least twice a day, starting with ten minutes for each lesson, and lengthening the time as the class progresses.

II. Written Work; Reading and Translation.

1. When considerable progress has been made in the oral work, the names of objects, the descriptions of simple actions, etc., should be written on the board, after having been given orally, and the pupils taught to recognize them in that form. Then they should be copied by the pupils and afterwards read to the teacher. Great care should be taken to secure, from the first, large, legible writing as it makes word recognition more easy.

2. These blackboard exercises may be continued for some time before the pupil is required to read from a book. The teacher may use charts, made by himself of big sheets of strong paper, using crayon for writing the words in large hand. The lessons should contain the words and phrases already taught and some new ones, and should not be identical with the lessons in the primer.

3. If the teacher understands the phonic method he should use it after the pupil can recognize readily a fair number of written words.

4. But, even if the teacher is unacquainted with phonics, he may greatly facilitate the learning of a number of words by using the board to show their likeness in form, which will easily suggest their likeness in sound: *e. g.*, from '*book*' it will be easy to teach 'look, took, cook,' etc.; from '*chair*,' 'hair, fair, pair,' etc. Similarly he might point out simple changes in sound dependent upon changes in form, *e.g.*:

pin,	hat,	not,
pine,	hate,	note,

etc.

Also he should thoroughly drill on forms that might be confusing on account of their resemblance, *e.g.*:

from,	tool,	though,
form,	toll,	through,
		thought,

etc,

These words need not be especially sought out but should be used as the lesson supplies or suggests them.

5. Before beginning reading from the book, take a series of object or language lessons to make the pupils acquainted with the subjects of at least the earlier lessons. K[illegible]ing the written words from the board, and being familiar with the [illegible], the pupils should find little difficulty in these first lessons, especially if the blackboard is freely used.

6. It is most important that, before the reading, the teacher should talk about the lesson, explaining, with the pupils' help, the meaning of each particular word or phrase that might present difficulty, putting the new words into other constructions, giving the phrases a different form or using them in more familiar sentences that those in the Reader, paying special attention to idioms, etc., endeavoring in every way to give

pupils a clear understanding of the meaning and the construction. So far as the advancement of the class will admit of it, all such explanation should be in English. If the meaning has to be given in French, it would be well to repeat it immediately afterwards in English so that the pupils may grasp it in this language also.

7. Where the Bi-lingual series are used, the French lesson may be taken first, as presenting fewer difficulties.

8. After the reading exercise, the substance of each lesson should be given in the best English the pupil can command. It should be in a connected form, with but few questions from the teacher. Pupils may be encouraged to suggest other words or phrases that would be more suitable than those first given, or the teacher may supply them; such corrections should be employed in several different sentences till the pupils know their use.

9. To the third form inclusive, the pupils should copy every English lesson, and the teacher should test their knowledge of such written work.

10. The teacher should write on the board lists of English words or phrases, previously taught, followed by their French equivalents in parallel columns, to be copied and learned by heart. As a test, the English or the French column may be erased, to be supplied by the pupils on their slates or exercise books.

12. There should be English dictation every day, at first of such words as were written on the board and learned by the class. The teacher should write the hard words on the board, directing particular attention to the difficulties each presents, (silent letters, etc.) and have them copied on slates by the class. Then erase them from the board and slates and give in dictation. Afterwards phrases or sentences containing these words may be dictated.

12. All errors in such exercises should be written several times in the correct form, and a list of those words most commonly missed, should be kept to review from.

13. Each day the class should learn by heart a portion of the reading lesson, or of certain chosen lessons, or of other selections written on the board. The meaning of each should be made clear to the pupils before being committed to memory.

14. As the class advances teach the written English forms of the plural, the possessive, the masculine and feminine, the past tense, etc.

15. Sentences that the pupils have given in English describing actions pictures, etc., should be written on the board and, with the help of the class, the translation of each word put underneath it. In such sentences the order of the words should at first be the same in the two languages. Erase the sentences from the board, dictate the French, and have pupils write on their slates the corresponding English from memory. Sentences wherein the order of the words differs in the two languages, should come only after the pupil has had considerable practice.

16. With each reading lesson, whether French or English, there should be considerable oral translation, at first of the easier words and phrases, but gradually increasing in difficulty as the pupil advances, until the whole lesson can be so rendered. In such exercises from the Bi-lingual series, either one side of the open book should be covered, or else the book be closed. If they convey the right meaning, the pupils' own expressions should be preferred to those of the book. Frequently the teacher should

give for translation sentences changed somewhat from those in the lesson though consisting for the most part of the same words, especially for the junior classes.

17. For the young pupils the translation should be as literal as possible so that they will have some *definite* meaning for each word. After considerable practice they may be taught to give a variety of expressions or forms, while preserving the meaning; and the English idioms may be introduced *gradually*.

18. Translation should not be confined to the reading lessons, but should include arithmetic, geography, history and all school studies.

19. The reproduction of interesting stories will be of great service. If the teacher reads the story in French let the class relate the substance of it in English; if given in English let the pupils tell it in French first and afterwards in English. This reproduction should be oral at first so that all mistakes may be corrected; afterwards it should be written if the pupil is able.

20 The use of a dictionary for assisting in translation should be explained in the senior second form, or earlier if the pupils can profit by it. They require instruction how to choose the proper word and how to tell the pronunciation. Each school should have a standard English dictionary, (the Concise Imperial is good,) and a large French-English dictionary, as the smaller books commonly used by the pupils are not always reliable or sufficiently complete.

21. Regular written translation should begin at latest in the junior second form, and should receive very careful attention in all classes. The first exercises should be short and simple. They may be taken from the Reader or may be suitable selections from other books. In the latter case they should be written on the board or dictated to the class. Especially in the early lessons it is very advisable to make free use of the board to shew the correct form and to simplify all difficulties. Every written exercise should be carefully examined, and be written again if many mistakes are found. There should be at least two such exercises in written translation each day.

Where the Bi-lingual series are used the teacher should supply himself with other material suitable for translation.

TEXT BOOKS FOR FRENCH-ENGLISH SCHOOLS.

English.

Public School Arithmetic. Forms III to V.....25c.
Public School Geography. Forms III senr. to V.....75c.
Public School Grammar. Forms IV-V.....25c.
Public School History. Forms IV-V.....30c.
French-English Readers. (For Public Schools.)
Canadian Catholic Readers. (For Separate Schools.)

French.

Grammaire, 1re Année. Larousse. Forms III to V.....35c.
French-English Readers. (For Public Schools.)
Montpelit Readers. (For Separate Schools.)

Education Department,
Toronto, August, 1900.